

<p><b>National Curriculum Content</b></p>	<p><b>KEY STAGE 1 Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>•Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>•Play tuned and untuned instruments musically.</li> <li>•Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>•Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>•Use technology to support learning where appropriate</li> </ul>		<p><b>KEY STAGE 2 Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Sing and play musically with increasing confidence and control.</li> <li>•Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</li> <li>•Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>•Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>•Use and understand staff and other musical notations.</li> <li>•Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. •Develop an understanding of the history of music</li> <li>•Use technology to support learning where appropriate</li> </ul>			
<p><b>Music</b></p>	<p><b>Year 1</b></p>	<p><b>Year 2</b></p>	<p><b>Year 3</b></p>	<p><b>Year 4</b></p>	<p><b>Year 5</b></p>	<p><b>Year 6</b></p>
<p><b>Performing</b></p>	<ul style="list-style-type: none"> <li>•Explore making different sounds with the voice and instruments. •Show an understanding of pulse.</li> <li>•Sing and chant songs and rhymes in unison.</li> <li>•Begin to sing in tune using melodies that move mainly by step and include small intervals.</li> <li>•Start and stop at the appropriate time.</li> <li>•Follow a leader when performing as a group.</li> <li>•Recognise visual signs for start, stop, mime actions, sing in your head.</li> </ul>	<ul style="list-style-type: none"> <li>•Perform a simple melody using voice and/or instruments.</li> <li>•Perform with a strong sense of pulse.</li> <li>• Start to understand the difference between pulse and rhythm.</li> <li>•Perform, demonstrating use of dynamics, pitch and tempo.</li> <li>•Play simple rhythms.</li> <li>• Sing in tune within a limited pitch range up to an octave.</li> <li>•Develop an awareness of diction when singing.</li> <li>• Sing/chant in unison</li> </ul>	<ul style="list-style-type: none"> <li>•Play a simple melody with technical control of the instrument/voice to create a pleasing sound.</li> <li>• Begin to perform, demonstrating changes in dynamics, pitch, tempo and articulation.</li> <li>•Demonstrate the difference between pulse and rhythm.</li> <li>•Understand and respond to visual cues for starting and stopping.</li> <li>•Can direct others to start and stop using gestures.</li> <li>•Maintain a second part in a vocal or instrumental piece .</li> <li>• Sing rhythmically and expressively using a limited range of notes of</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound.</li> <li>•Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>•Begin to perform using conventional rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve</li> <li>•Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away.</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrate awareness of the need for good posture, breathing and diction whilst singing in order to maintain a pleasing sound.</li> <li>• Sing and play with an understanding of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>•Perform using conventional rhythmic and melodic notation utilising the inter-related dimensions of music.</li> <li>•Understand and respond to visual cues for starting and stopping, and/or fading away, tempo, dynamics and articulation.</li> <li>•Maintain a third part in a vocal or instrumental piece</li> </ul>	<ul style="list-style-type: none"> <li>•When singing, show greater mastery and control of tone, diction, posture and breathing consistently.</li> <li>•Use the interrelated dimensions of music when singing and playing.</li> <li>•Maintain a third part in a vocal or instrumental piece with an understanding of harmony and texture.</li> <li>•Perform using conventional rhythmic and melodic notation to play a variety of ostinati and simple pieces or songs, including expression and articulations.</li> <li>•Understands and responds to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or</li> </ul>

		<ul style="list-style-type: none"> <li>•Perform and interpret a piece using simple notation.</li> <li>•Recognise visual signs for start, stop, mime actions, sing in your head.</li> </ul>	approximately an octave with increased control	<ul style="list-style-type: none"> <li>•Maintain a vocal or instrumental part in a piece showing an understanding of texture (e.g., partner songs, rounds and simple part harmony).</li> <li>•Continue to sing rhythmically and expressively using a range of approximately an octave with increased control.</li> </ul>	showing an understanding of texture. <ul style="list-style-type: none"> <li>•Direct others to start and stop using gestures or counting in, setting tempo and dynamics.</li> </ul>	fading away, tempi, dynamics and articulation with greater accuracy. <ul style="list-style-type: none"> <li>•Can direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece.</li> </ul>
Composing and Improvising	<p style="text-align: center;"><b><u>Year 1</u></b></p> <ul style="list-style-type: none"> <li>•Say words/rhymes and clap/play to create simple rhythmic patterns.</li> <li>•Improvise a rhythm/sound over a given number of beats.</li> <li>•Add sound effects to a story.</li> <li>•Make a piece of music to illustrate a character or mood.</li> <li>•Respond to music through movement.</li> <li>•Understand simple graphic notation – one sign for a sound or group of sounds.</li> </ul>	<p style="text-align: center;"><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>•Use simple pitch and rhythm patterns to develop a structure for a short piece.</li> <li>•Improvise a rhythm/sound over a given number of beats.</li> <li>•Begin to recognise how music will fit a topic/theme.</li> <li>•Experiment with different timbres to create effects.</li> <li>•Recognise and begin to use contrasts in dynamics, tempo or pitch in a simple composition.</li> <li>•Respond to music through movement.</li> </ul>	<p style="text-align: center;"><b><u>Year 3</u></b></p> <ul style="list-style-type: none"> <li>•Make four-bar rhythms in groups, pairs or individually.</li> <li>•Improvise with increasing confidence. (e.g. using 2 – 3 notes).</li> <li>•Contribute to a group composition which has a definite start, performance and finish and playing own part.</li> <li>•Choose instruments and playing techniques to depict a mood or character showing an awareness of timbre.</li> <li>•Adds pitch names to rhythmic notation to make melodies.</li> </ul>	<p style="text-align: center;"><b><u>Year 4</u></b></p> <ul style="list-style-type: none"> <li>•Improvise with increasing confidence (e.g. using 2 – 3 notes).</li> <li>•Can add own words to an existing tune to make a new song.</li> <li>•Makes soundscapes/descriptive/ atmospheric pieces with narrative/ through-composed structures.</li> <li>•Add pitch names to rhythmic notation to make more complex melodies</li> <li>•Begin to show an awareness of how changes in pitch can be shown on a staff.</li> <li>•Work independently within a group composition showing thought in selection</li> </ul>	<p style="text-align: center;"><b><u>Year 5</u></b></p> <ul style="list-style-type: none"> <li>•Construct a piece with a simple structure.</li> <li>•Improvise with increasing confidence</li> <li>•Construct melodies, understanding pitch direction, movement by step and leap and knowing names of notes.</li> <li>•Compositions show sensitivity to mood/time/location through use of interrelated dimensions of music, experimenting with the use of harmony to create texture.</li> <li>•Works independently within a group composition showing thought in selection</li> </ul>	<p style="text-align: center;"><b><u>Year 6</u></b></p> <ul style="list-style-type: none"> <li>Construct a piece with a more complex structure (e.g. Rondo, Twelve-bar Blues).</li> <li>•Improvise with increasing confidence.</li> <li>•Compositions show sensitivity to mood/time/ location through use of inter-related dimensions of music, including experimenting with harmonies</li> <li>•Works independently within a group composition showing thought in selection of instruments and playing techniques,</li> <li>•Notate compositions using a variety of methods,</li> </ul>

		<ul style="list-style-type: none"> <li>•Notate a composition using simple graphic notation.</li> <li>•Understand that music can be notated in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>•Understand how changes in pitch can be shown on a graphic score.</li> <li>•Understand graphic scores and how more than one sound can play at a time to create texture.</li> <li>• Start to understand simple rhythmic notation including crotchet, quaver, minim, semibreve</li> </ul>	of instruments and playing techniques and understanding the effect of timbre and texture.	of instruments and playing techniques, Is beginning to compose using conventional notation for rhythms and/or pitch.	incorporating the inter-related dimensions of music.
<b>Aural Awareness</b>	<p><b><u>Year 1</u></b></p> <ul style="list-style-type: none"> <li>•Listen to and experiment with vocal and instrumental sounds.</li> <li>•Copy back simple rhythmic patterns and melodies.</li> <li>•Recognise duration as being long or short.</li> <li>•Recognise pitch as high or low.</li> <li>•Recognise different articulations e.g. smooth and detached.</li> <li>•Feel if the tempo is fast or slow by responding to the pulse.</li> <li>•Recognise differences in dynamics as loud or soft.</li> </ul>	<p><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>•Begin to recognise the sounds of different instruments (timbre) with an understanding of how sounds are produced.</li> <li>• Sing and recognise simple melodic shapes and patterns.</li> <li>•Take a lead in activities that involve imitation or call and response.</li> <li>•Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.</li> </ul>	<p><b><u>Year 3</u></b></p> <ul style="list-style-type: none"> <li>•Recognise and describe how sounds are made on different instruments.</li> <li>• Sing and recognise short melodic shapes and rhythmic patterns from memory.</li> <li>•Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.</li> <li>•Recognise different metres (e.g. 3 time and 4 time).</li> </ul>	<p><b><u>Year 4</u></b></p> <p>Recognise and describe how sounds are made and changed on different instruments and how this groups them into different instrumental families.</p> <ul style="list-style-type: none"> <li>•Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation.</li> <li>•Continue to develop an awareness of the interrelated dimensions of music, pulse and articulations.</li> <li>•Recognise simple structures in the music that is being performed or listened to (</li> <li>•Recognise different metres (e.g. 2, 3 or 4 time).</li> </ul>	<p><b><u>Year 5</u></b></p> <ul style="list-style-type: none"> <li>•Recognise and identify instrumental families aurally.</li> <li>•Memorise more complex rhythmic and melodic patterns and match conventional notation/graphic pitch notation.</li> <li>•Continue to develop an awareness of the interrelated dimensions of music, pulse and articulations.</li> <li>•Recognise simple structures in the music that is being performed or listened to</li> <li>•Compare and discuss differences in performances of the same piece of music.</li> </ul>	<p><b><u>Year 6</u></b></p> <ul style="list-style-type: none"> <li>•Recognise and identify instrumental families aurally, including instruments from different genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences.</li> <li>•Memorise more complex rhythmic and melodic patterns and match to conventional notation.</li> <li>•Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li> <li>•Recognise structures in the music that is being performed or listened to</li> </ul>

					<ul style="list-style-type: none"> <li>•Recognise a variety of metres.</li> </ul>	<ul style="list-style-type: none"> <li>•Compare and discuss differences in performances of the same piece of music.</li> <li>•Recognise a variety of metres.</li> </ul>
Reflecting and Evaluating	<p><b><u>Year 1</u></b></p> <ul style="list-style-type: none"> <li>•Comment on own performances and compositions.</li> <li>•Describe music and sounds in simple terms.</li> <li>•Talk about how the music makes them feel and why.</li> </ul>	<p><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>•Talk about own and peers' work and make simple suggestions for improvement.</li> <li>•Begin to recognise how other composers use changes in dynamics, pitch and tempo for effect.</li> </ul>	<p><b><u>Year 3</u></b></p> <ul style="list-style-type: none"> <li>•Make constructive comments on own and others' music to develop compositions and performances.</li> <li>•Make simple connections and comparisons with music being listened to and own compositions and performances.</li> <li>•Begin to recognise how composers use the inter-related dimensions of music to create effects and mood.</li> </ul>	<p><b><u>Year 4</u></b></p> <ul style="list-style-type: none"> <li>•Make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music.</li> <li>•Make simple connections and comparisons with music being listened to and own compositions and performances.</li> <li>•Identify how composers use the inter-related dimensions of music to create effects and mood.</li> </ul>	<p><b><u>Year 5</u></b></p> <p>Make constructive and comments on own and others' music to develop compositions and performances using the full range of interrelated dimensions of music.</p> <ul style="list-style-type: none"> <li>•Make simple connections and comparisons with music being listened to and own compositions and performances.</li> <li>•Discuss music in subjective and objective terms using musical vocabulary.</li> </ul>	<p><b><u>Year 6</u></b></p> <ul style="list-style-type: none"> <li>•Make constructive and refined comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music.</li> <li>•Make connections and comparisons with music being listened to and own compositions and performances</li> <li>•Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to</li> </ul>

				<ul style="list-style-type: none"> <li>•Ask questions about music in other cultures and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>•Recognise how music reflects its purpose, place and time including other culture and traditions.</li> </ul>	their own cultures, traditions and experiences.
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge</b>						
<b>Performing</b>	<ul style="list-style-type: none"> <li>• Know how different sounds can be made</li> <li>• Know what pulse is</li> <li>• Know how to perform chant songs and rhymes in unison.</li> <li>• know how to sing in tune using melodies that move mainly by step and include small intervals.</li> <li>• Know when they should start and stop at the appropriate time.</li> <li>• Know how to follow a leader when performing as a group.</li> <li>• Know what are the visual signs for start, stop, mime actions, sing in your head.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to perform a simple melody using voice and/or instruments.</li> <li>• Know how perform with a strong sense of pulse.</li> <li>• Begin to know and understand the difference between pulse and rhythm.</li> <li>• Know how to perform, demonstrating use of dynamics, pitch and tempo.</li> <li>•Know what rhythms is.</li> <li>• To begin to know how to control their voice with a limited range up to an octave.</li> <li>• Begin to know to pronounce words clearly when singing.</li> <li>• Know what unison is and know how to be aware of the importance of listening to others</li> <li>•Know what ostinato/drone is and how to use their voice or an instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to perform a simple melody with technical control of the instrument/voice to create a pleasing sound.</li> <li>• Know what dynamics, pitch, tempo and articulations means and understand how they can change them.</li> <li>• Know what the difference between pulse and rhythm.</li> <li>• Know that improvising is making something up on the spot.</li> <li>• Know how to respond to visual cues.</li> <li>• Know how to maintain a second part in a vocal or instrumental piece</li> <li>• Know how to sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control</li> </ul>	<ul style="list-style-type: none"> <li>•Know how to demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound.</li> <li>• Know how to sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>• Know how to perform using conventional rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver.</li> <li>•Know how to respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away.</li> <li>• know how to maintain a third part in a vocal or instrumental piece showing an understanding of texture</li> </ul>	<ul style="list-style-type: none"> <li>•Know why they need to demonstrate good posture, breathing and diction whilst singing in order to maintain a pleasing sound.</li> <li>• Know how to sing and play with an understanding of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>•Know how to perform using conventional rhythmic and melodic notation utilising the inter-related dimensions of music.</li> <li>•Know how to respond to visual cues for starting and stopping, and/or fading away, tempo, dynamics and articulation.</li> <li>•Know how to maintain a third part in a vocal or instrumental piece showing an understanding of texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to show greater control when singing and understand how using the correct tone, diction, posture and breathing consistently can impact a performance</li> <li>•Know how to use the interrelated dimensions of music when singing and playing.</li> <li>•Know how to maintain a third part in a vocal or instrumental piece with an understanding of harmony and texture.</li> <li>•know how to perform using conventional rhythmic and melodic notation to play a variety of ostinatio and simple pieces or songs, including expression and articulations.</li> <li>•Know how to respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempo, dynamics and articulation with greater accuracy.</li> </ul>

		<ul style="list-style-type: none"> <li>• Know how to interpret a piece using simple notation.</li> <li>• Know what are the visual signs for start, stop, mime actions, sing in your head.</li> </ul>		<ul style="list-style-type: none"> <li>• Know how to sing rhythmically and expressively using a range of approximately an octave with increased control.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to direct others to start and stop using gestures or counting in, setting tempo and dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to direct others to start and stop using gestures or counting in, setting tempo and dynamics, articulation and show how to change these within a piece.</li> </ul>
Composing and Improvising	<ul style="list-style-type: none"> <li>• Know what a rhyme and a know how to clap/create simple rhythmic patterns.</li> <li>• Knows that improvising is making something up on the spot.</li> <li>• Knows what sound effect are.</li> <li>• Knows that music can reflect a mood or a character.</li> <li>• Know how to respond to music through movement.</li> <li>• knows what simple graphic notation is and knows— one sign for a sound or group of sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Know what pitch and rhythm is to support them to develop a structure for a short piece.</li> <li>• know how to Improvise a rhythm/sound over a given number of beats.</li> <li>• Begin to know how music will fit a topic/theme.</li> <li>• Know how to create effects using different timbres.</li> <li>• Know and understand what dynamics, tempo, pitch is and begin to know how they can be altered to create a simple composition.</li> <li>• Know how to respond to music through movement.</li> <li>• Know how to notate a composition using simple graphic notation.</li> <li>• Know and understand how music can be notated in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to make four-bar rhythms in groups, pairs or individually.</li> <li>• Knows how to Improvise with increasing confidence. (e.g., using 2 – 3 notes).</li> <li>• Knows how to contribute to a group composition which has a definite start, performance and finish and playing own part.</li> <li>• Knows how to choose appropriate instruments and use techniques to accurately depict story, mood or character showing an awareness of timbre.</li> <li>• Knows pitch names to rhythmic notation to make melodies.</li> <li>• Know how changes in pitch can be shown on a graphic score.</li> <li>• Understand graphic scores and how more than one</li> </ul>	<ul style="list-style-type: none"> <li>• Knows what a structure is and understands what Binary and Ternary means.</li> <li>• know how to Improvise with increasing confidence (e.g., using 2 – 3 notes).</li> <li>• know how to add own words to an existing tune to make a new song.</li> <li>• Knows how to use sounds to create soundscapes/descriptive/ atmospheric pieces with narrative/ through-composed structures.</li> <li>• Knows pitch names to add rhythmic notation to make more complex melodies</li> <li>• Know how changes in pitch can be shown on a staff.</li> <li>• Know how to work independently in a group effectively to be able to compose a piece and know how to apply</li> </ul>	<ul style="list-style-type: none"> <li>• know how to construct a piece with a simple structure</li> <li>• know how to Improvise with increasing confidence</li> <li>• Understand pitch direction, movement by step and leap and knowing names of notes.</li> <li>• know what interrelated dimensions of music to use when composing to reflect a mood</li> <li>• Begin to know how to use harmony to create texture</li> <li>• Know how to work independently in a group effectively to be able to compose a piece.</li> <li>• Know how to select an instrument and know what playing techniques to use</li> </ul>	<ul style="list-style-type: none"> <li>• Know a range of structures to enable them to construct a piece</li> <li>• Know how to Improvise with increasing confidence.</li> <li>• Know how to show sensitivity to mood/time/ location through use of inter-related dimensions of music, including experimenting with harmonies and chords to create texture.</li> <li>• Know how to works independently within a group composition showing thought in selection of instruments and playing techniques.</li> <li>• Know how to notate compositions using a variety of methods, incorporating the inter-related dimensions of music.</li> </ul>

			<p>sound can play at a time to create texture.</p> <ul style="list-style-type: none"> <li>• Start to understand simple rhythmic notation including crotchet, quaver, minim, semibreve</li> </ul>	<p>knowledge of techniques and understanding the effect of timbre and texture.</p>	<ul style="list-style-type: none"> <li>• Know how to use notation for rhythms and/or pitch.</li> </ul>	
Aural Awareness	<ul style="list-style-type: none"> <li>• Listen to and experiment with vocal and instrumental sounds.</li> <li>• Copy back simple rhythmic patterns and melodies. • Recognise duration as being long or short. • Recognise pitch as high or low.</li> <li>• Recognise different articulations e.g. smooth and detached.</li> <li>• Feel if the tempo is fast or slow by responding to the pulse.</li> <li>• Recognise differences in dynamics as loud or soft.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to recognise the sounds of different instruments (timbre) with an understanding of how sounds are produced.</li> <li>• Sing and recognise simple melodic shapes and patterns.</li> <li>• Take a lead in activities that involve imitation or call and response.</li> <li>• Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and describe how sounds are made on different instruments.</li> <li>• Sing and recognise short melodic shapes and rhythmic patterns from memory.</li> <li>• Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.</li> <li>• Recognise different metres (e.g. 3 time and 4 time).</li> </ul>	<p>Recognise and describe how sounds are made and changed on different instruments and how this groups them into different instrumental families.</p> <ul style="list-style-type: none"> <li>• Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation.</li> <li>• Continue to develop an awareness of the interrelated dimensions of music, pulse and articulations.</li> <li>• Recognise simple structures in the music that is being performed or listened to</li> <li>• Recognise different metres (e.g. 2, 3 or 4 time).</li> </ul>	<p>Make constructive and comments on own and others' music to develop compositions and performances using the full range of interrelated dimensions of music.</p> <ul style="list-style-type: none"> <li>• Make simple connections and comparisons with music being listened to and own compositions and performances.</li> <li>• Discuss music in subjective and objective terms using musical vocabulary.</li> <li>• Recognise how music reflects its purpose, place and time including other culture and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Make constructive and refined comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music.</li> <li>• Make connections and comparisons with music being listened to and own compositions and performances, identifying the use of musical devices .</li> <li>• Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to their own cultures, traditions and experiences.</li> </ul>
	<ul style="list-style-type: none"> <li>• Comment on own performances and compositions.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about own and peers' work and make simple suggestions for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Make constructive comments on own and others' music to develop</li> </ul>	<p>Recognise and describe how sounds are made and changed on different instruments and how this</p>	<p>Make constructive and comments on own and others' music to develop compositions and</p>	<ul style="list-style-type: none"> <li>• Make constructive and refined comments on own and others' music to develop compositions and</li> </ul>

<p>Reflecting and Evaluating</p>	<ul style="list-style-type: none"> <li>•Describe music and sounds in simple terms.</li> <li>•Talk about how the music makes them feel and why.</li> </ul>	<ul style="list-style-type: none"> <li>•Begin to recognise how other composers use changes in dynamics, pitch and tempo for effect.</li> </ul>	<p>compositions and performances.</p> <ul style="list-style-type: none"> <li>•Make simple connections and comparisons with music being listened to and own compositions and performances.</li> <li>•Begin to recognise how composers use the inter-related dimensions of music to create effects and mood.</li> </ul>	<p>groups them into different instrumental families.</p> <ul style="list-style-type: none"> <li>•Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation.</li> <li>•Continue to develop an awareness of the interrelated dimensions of music, pulse and articulations.</li> <li>•Recognise simple structures in the music that is being performed or listened to (</li> <li>•Recognise different metres (e.g. 2, 3 or 4 time).</li> </ul>	<p>performances using the full range of interrelated dimensions of music.</p> <ul style="list-style-type: none"> <li>•Make simple connections and comparisons with music being listened to and own compositions and performances.</li> <li>•Discuss music in subjective and objective terms using musical vocabulary.</li> <li>•Recognise how music reflects its purpose, place and time including other culture and traditions.</li> <li>•Recognise different metres (e.g. 2, 3 or 4 time).</li> </ul>	<p>performances using the full range of inter-related dimensions of music.</p> <ul style="list-style-type: none"> <li>•Make connections and comparisons with music being listened to and own compositions and performances, identifying the use of musical devices</li> <li>•Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to their own cultures, traditions and experiences.</li> <li>•Recognise different metres (e.g. 2, 3 or 4 time).</li> </ul>
<p>Vocabulary</p>	<p><b>Dynamics</b> <b>Tempo</b> <b>Pitch</b> <b>Duration</b> <b>Beat/Pulse</b> <b>Rhythm</b> <b>Compose</b> <b>improvise</b> <b>Style</b> <b>Tuned instruments</b> <b>Untuned instruments</b> <b>Rhyme</b></p>	<p><b>Dynamics</b> <b>Tempo</b> <b>Pitch</b> <b>Duration</b> <b>Timbre</b> <b>Beat</b> <b>Pulse</b> <b>Rhythm</b> <b>Notation</b> <b>(symbols used to represent rhythms)</b> <b>Parts</b></p>	<p><b>Dynamics</b> <b>Tempo</b> <b>Pitch</b> <b>Duration</b> <b>Beat/Pulse</b> <b>Rhythm</b> <b>Structure</b> <b>Notation</b> <b>Timbre</b> <b>Texture</b> <b>Crochet</b> <b>Quaver</b> <b>Crotchet Rest</b> <b>metre</b></p>	<p><b>Tempo</b> <b>Dynamics</b> <b>Pitch</b> <b>Duration</b> <b>Beat/Pulse</b> <b>Rhythm</b> <b>Structure</b> <b>Notation</b> <b>Harmony</b> <b>Timbre</b> <b>Texture</b> <b>Crochet</b> <b>Quaver</b> <b>Crotchet Rest</b> <b>Stave</b> <b>Ostinato</b> <b>Expression</b> <b>Posture</b></p>	<p><b>Dynamics</b> <b>Tempo</b> <b>Pitch</b> <b>Duration</b> <b>Beat/Pulse</b> <b>Rhythm</b> <b>Structure</b> <b>Notation</b> <b>Harmony</b> <b>Timbre</b> <b>Texture</b> <b>Crochet</b> <b>Quaver</b> <b>Crotchet Rest</b> <b>Minim</b> <b>Dotted Crochet</b> <b>Stave</b> <b>Ostinato</b></p>	<p><b>Dynamics</b> <b>Tempo</b> <b>Pitch</b> <b>Duration</b> <b>Beat/Pulse</b> <b>Rhythm</b> <b>Structure</b> <b>Notation</b> <b>Harmony</b> <b>Timbre</b> <b>Texture</b> <b>Crochet</b> <b>Quaver</b> <b>Crotchet Rest</b> <b>Minim</b> <b>Dotted Crotchet</b> <b>Semi-breeve</b> <b>Stave</b></p>



				<b>Diction</b> <b>Soundscapes</b> <b>Descriptive</b> <b>Atmospheric</b>	<b>Expression</b> <b>Metres</b> <b>Forte</b> <b>Piano</b> <b>Soundscapes</b> <b>Descriptive</b> <b>Atmospheric</b> <b>Scale Pattern</b> <b>Hook</b> <b>Riff</b>	<b>Ostinato</b> <b>Expression</b> <b>Metres</b> <b>Forte</b> <b>Piano</b> <b>Crescendo,</b> <b>Diminuendo</b> <b>Soundscapes</b> <b>Descriptive</b> <b>Atmospheric</b> <b>Scale Pattern</b> <b>Hook</b> <b>Riff</b>
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